

NASKAH PUBLIKASI

**THE IMPLEMENTATION OF TEACHING READING BY USING COMIC TO
THE SECOND YEAR STUDENTS OF SMP NEGERI 11 SURAKARTA IN 2011 /
2012 ACADEMIC YEAR**



Ditulis oleh :

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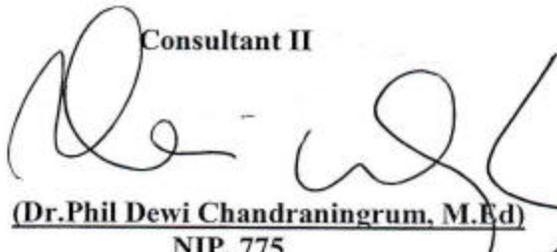
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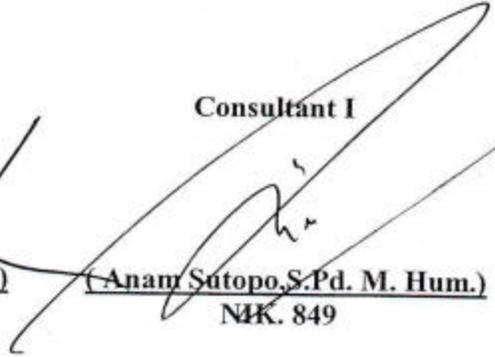
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by

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Accepted and Approved by the Board of the Examiner
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**THE IMPLEMENTATION OF TEACHING READING BY USING
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IN 2011 / 2012 ACADEMIC YEAR**

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ABSTRACT

The objective of the study are to describe the implementation of teaching reading by using comics to the second year students of SMP N 11 Surakarta, and to know the student's responses after being given the reading material by using comic. This research is aimed at knowing whether or not teaching reading by using comics can increase motivation and achievement of Junior High School students. The result of this study hopefully give contribution in Learning English. In this research, teaching reading by reading comic is used to increase students' motivation and their achievement in Learning English.

This research is a descriptive qualitative research. The subject of the study is second year students of SMP N 11 Surakarta consisting of 42 students especially in class "VIII D". The object of the study in this research is the use of comics in teaching reading to the second year student of SMP N 11 Surakarta. The instruments used for collecting data are document , observation , and interview. The collected data are analyzed by using descriptive analysis. The mean of the student's achievement after the teacher gave the action 74,5% that belong to good category and the students mean score before he teacher did the action was 56,4%,

Based on the research finding, it can be concluded that teaching reading by using comics in teaching English could increase the student's motivation and achievement in reading comprehension. Therefore, it is better for the students to study English carefully through practice and experience, and to be active and creative in Learning English. While the teacher should teach the students with comics, process considerable knowledge to prepare the lesson they are going to teach as well as possible. Comic motivates the students by the pictures, comics as the story picture where the picture is important than the story. The use of colors, in reading comics the students can know the story just see the pictures. There are some advantages and disadvantages by reading comic, the students can train our reading comprehension in understanding the story. The students can get many vocabularies. The students can make their imagination develop.

Key Words : *Teaching Reading, Using Comics*

1. INTRODUCTION

Background of the study : As every body knows, reading is one of the important skill in language learning besides listening, speaking, and writing. The fundamental goal of reading activity is knowing enough science concepts and knowing the language (Kustaryo,1988:1). English is different with Indonesian language. There is guarantee that the students who have a good understanding of English text will be easier to follow the lesson and get better achievement. Reading comprehension involves variety of skills, which are keys to comprehend the text. Based on the description above, the students should have a mastery of reading skill. Good achievement in reading comprehension is important for the students. They will get many information and ideas which can enrich the student's vocabullary and knowledge.

Teaching reading in junior high school can be done in many ways. Teaching reading for adolescent learners of junior high school students must be different from elementary school. Harmer (2002:39) states that "students must be encouraged to respond to text and situations with their own thoughts and experiences, rather than just by answering question and doing abstract learning activities". English teacher must give them task which they are able to do, rather than risk humilating them. Based on the observation, the writer found the problem faced by the teacher of SMP N 11 Surakarta in teaching reading to the second year students. The problem is the strudents are bored with the conventional or traditional method used by teacher in teaching them reading subject. Conventional method usually makes student passive so this method is not interesting. So the teacher chooses the comic as the media in teaching reading comprehension.

Based on the problems above the writer describes the comic as the media in teaching reading comprehension. The writer's reason to describe comic as media in teaching reading comprehension are comics have interesting pictures so that the students are interested. The language of comics are easy to understand. Comic are usually funny; therefore, using them in the clasroom will have the same effect as using games in teaching English. Comic book is a series of drawings arranged to

tell a story. Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main part of human body can be studied and understood fast with the use of cartoon comics.

Comics as the story picture where the picture is important than the story. In reading comics we can know the story just by seeing the pictures. There are some disadvantages of reading comics. The readers can train their reading comprehension in understanding the story. They can get many vocabularies. They can develop their imagination.

Based on the explanation above the researcher is interested in the real implementation of teaching reading using comics so that the writer conducts the research entitled “ THE IMPLEMENTATION OF TEACHING READING BY USING COMIC TO THE SECOND YEAR STUDENT AT SMP N 11 SURAKARTA.

Problem statement In this research, the writer will formulate the problem as follow : “How is the implementation of teaching reading using comics to the students at the second year of SMP N 11 Surakarta ? , How are the students’ responses toward teaching reading using comics for the students at second year of SMP N 11 Surakarta ? , How is the result of teaching reading using comics to the second year of SMP N 11 Surakarta ? , What are the advantages and disadvantages from comics in teaching reading in SMP N 11 Surakarta ? **Limitation of the study** is The writer limits this study on the second year student of SMP N 11 Surakarta in 2011/2012 academic year.

Objectives of the study is to describe the implementation of teaching reading using comics to the students at second year of SMP N 11 Surakarta ? , to describe the students’ responses toward teaching reading using comic for the student at second year of SMP N 11 Surakarta , to know the result of teaching reading by using comics in SMP N 11 Surakarta? , to describe the advantages and disadvantages of teaching reading by using comics in SMP N 11 Surakarta ?

Literature Review After looking for Literature Review in Muhammadiyah University of Surakarta, the writer found the research concerning with Teaching Reading Comprehension done bt other writers. There are three

researcher who have conducted the study of teaching reading comprehension. The first research paper was done by Anggraeni (UMS, 2007) entitled ANALYSIS OF READING COMPREHENSION OF THE ENGLISH STUDENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA. It research done analyzed the student's ability in understanding short story of narration text and she also analyzed the difficulties in comprehending English narration of the short story on "A Man Who Never Gives Up". The second previous research was done by Esti Handayani (UMS, 2008) entitled INCREASING STUDENT'S READING COMPREHENSION BY USING CARD SORT AT THE SEVENTH YEAR OF SMP N 1 SIDOHARJO, WONOGIRI. This research was presents the result of the student reading comprehension and the student responses. She concludes that the student's reading comprehension increases and the student enjoy this method. The tird research paper was done by Sukma Setyowati (UMS, 2008) entitled IMPROVING STUDENTS READING COMPREHENSION USING RECOUNT SHORT STORY AT THE SECOND YEAR OF SMP N 3 KARTASURA. This research was presents the result of the student reading comprehension.

This research is different from the previous studies . In this research, the writer uses comic books as the media for a study on reading comprehension. The similarity of this research with the previous studies above is it teaches reading comprehension.

2. RESEARCH METHOD

The type of research that is used by the writer is descriptive research. A descriptive method is a method to solve the problem that occurs recently. Nawawi (1994:65) states that a descriptive method could be assumed as the procedure of problem solving, by describing the object of the research that occurs recently based on the fact.

Moleong (1995:2) states that qualitative research is a type of research which does not include any calculation or numerating. In this research the writer will conduct descriptive qualitative research which describes the implementation of teaching reading. So in this case the writer describes without giving any calculation or statistic procedure.

The Subject of Study is the English teacher and the second year students of SMP N 11 Surakarta. **The Object of Study** will be a study on reading comprehension using comic it is done in SMP N 11 Surakarta in 2011/2012 academic year. **Data and Data Sources** are field note taken from classroom activities, classroom observations, teaching-learning process, and interview to the teacher at *SMP N 11 Surakarta*. The data are information about teaching reading using comic. There are three sources of the data ; event, informant, and document. **Research Location** is a place where the writer held the research. This research takes place in SMP N 11 Surakarta Jl. Sungai Kapuas 30 Surakarta. **Method of Collecting Data** In this research, the researcher gets the data by doing observation, interview and document. **Technique of Analyzing Data** : In analyzing the qualitative data, the writer will use qualitative research. It describes the process and the result of a study on reading comprehension using comic to the second year students at SMP N 11 Surakarta. In analyzing the collected data, the writer conducts these following steps: Reduction of the data , Displaying the data, and Verifying the data.

3. UNDERLYING THEORY

a. Notion of reading

The concept of reading can be traced from the definition. Kennedy (1981:5) states that “ reading is the ability to recognize a visual form, associate the form with a sound and or meaning required in the past, and on the basis of the past experience, understand, and interpret its meaning. Smith (1978) in Fauziati (2002:139) defines “reading as more pragmatically as an understanding a message conveyed by the writer through visual and non visual information”. Based on the two definition of reading above, reading can be defined as an understanding process of visual description on the reading text to get meaning or message.

b. Teaching Reading

Teaching naturally can be defined as Kimbly & Garnezy (1963:133) in Brown (2007:7) “showing or helping someone to learn how to do something,

giving instruction, guiding in the study of something, providing with the knowledge, causing to know or understand". Here, the teachers use some strategies to help the students understanding something.

Simanjuntak (1998:2) states that "to review the students' motivation in reading, the teacher should be able to create, to foster, and to maintain their motivation". It means that teaching reading needs such kinds of teacher's strategies in maintaining the student's motivaton as the basic element for conducting succesful teaching reading.

c. Principle of Teaching Reading

According to Harmer (2005:70)"the principles behind the teaching reading are (1) Reading is not a passive skill,(2) students need to be engaged with what they are reading, (3) students should encourage to respond to the content of reading text, not just a language, (4) prediction is a major factor in reading, and (5) match the task to the topic"

The reading should consider;

1. Reading is not a passive skill

It means that reading is incredibly active occupation such as, understanding what the words are painting, understand the arguments and work out with them.

Reading is an incredibly active occupation, we have to do succesfully, we have to understand what the words mean, we the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do there things-and if students do not these things-then we only just scratch the surface of the text and we quickly forget it.

2. Students need to be engaged with what they are reading

It is important to consider the students' interest for choosing the topic or the task of reading because they get more in their study especially reading.

As with everything else in lessons students who are not engage with the reading text-not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more in front of them.

3. Students should be encourage to respond to the content of reading text, not just a language.

Students should be guided not only for study the physic form of reading text which consist of the way of the students use language, the number of paragraphs they contain and how many times they use relatives clause, but also the content or meaning of reading text, such as the message of the text, it is just as important and the teacher must give the students a chances to respond to that message in some way. It is important that the students should be allowed to express their feeling about the topic thus provoking personal engagement with it and the language.

4. Prediction is a major factor in reading

The teacher should give the students ‘hint’ in reading idea or doing prediction of the content before they read the text. It will make them better and more engaged reader. The use of prediction in reading is useful, for example when they read text in their own language, they frequently have a good idea of the content before they actually read. Books’ covers give a hint of what’s in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

5. Match the task to the topic

It means that the teacher needs to choose a good reading task such as, the right kind of question, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging task

d. Reading Technique

To understand reading text needs a suitable technique in order to reach the goal. Each reading material needs different technique. Reading technique is important for the reader to facilitate and to comprehend the text. Grellet (1998:4) explains reading techniques as follows;

1. Skimming

Skimming is reading the text quickly in order to get the gist of it that is general meaning without any details. The reader sees each word of sentence extremely quickly. The purpose of skimming technique is to organize his thought and specify information that he gets from the text.

Skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail (reading skill for college students,p.147) this is used if one only wants a preview or an overview of the material. Skimming is also used after a person has already carefully studied and he needs to review the major ideas and concept.

2. Scanning

Scanning is reading technique that aims to get the students have the final answer of specific question or particular information. Scanning technique occurs when a reader goes through a text very quickly in order to find a particular point of information.

To do something reading involves some stages as follows:

- a. Determine what the key to look for
- b. Look quickly through the text for those words.
- c. Reads each word of the sentences to know whether the word provides the information what we need being sought.
- d. If the word provides the information that we need, stop reading. If it is not, then continue scanning.

3. Extensive Reading

The reader usually chooses it if the text is long and just for pleasure. This technique is a fluency activity, mainly involving global understanding. The text is always to be read for comprehension of main ideas, not every detail of words.

4. Intensive reading

The readers usually chooses it if the text is short. The purpose is to extract specific information. The reader reads the text carefully for the maximum comprehension. In reading activity class, the teacher just provides direction before, than the students do many exercises that through them to work depth various selected aspects of the text.

5. Reading with comprehension

Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skill but also on the student's experience and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgement, and evaluating.

e. Notion of Reading Comprehension

Reading comprehension means understanding a written text and extracting the required information from it as efficiency as possible (Grellet (1992) in Prayitno,1995:4)

Based on the definition of reading comprehension above, the writer concludes that reading comprehension is a thinking process to get understanding from what has been read and to get information that the readers need as efficient as possible.

f. Technique for Teaching Reading Comprehension

Based on the Competency-based Curriculum (2004: 45 – 47) there are four steps of reading, they are:

a. Building Knowledge of Field (BKOF)

Building Knowledge of Field (BKOF) is extremely for adult learners, especially ESL, learners as in the point at which overall knowledge the cultural and social concepts of the topic is built and develop. It is at this stage where teacher and student build cultural context, share experiences, discuss vocabulary, and grammatical pattern

- a. To introduce and arouse interest in the topic.
- b. To motivate by giving a reason for reading.
- c. To provide some language preparation for the text.
- d. Modelling of Text (MOT)

This stage involves introducing the learners to a model of the genre they will be reading of short functional text, conversation, and monologue that averaged around certain communicative purpose.

- a. To understanding of the writer purpose
- b. To understanding of the text structure
- c. To clarify text content
- d. Join Construction of Text (JCOT)

This step, the students begin to do something. Here, the students try to conduct their knowledge and perform language activities in group.

b. Independent Construction of Text (ICOT)

In the last steps, the students learn and read a text individually. The activities in this step are same as the previous step, but those activities must be done individually.

- a. The teacher ask to the learner what the function of the text.
- b. The teacher asks to learner how the text is organized or developed and
- c. What the content of the text

g. Using Comic in Language Classes

Comic are usually funny; therefore, using them in the classroom will have the same effect using games in teaching English. Comic is a series of drawings arranged to tell a story. Most comic books also include some text, which appears as dialogue or captions.

Comic are also related to animation, which is defined as motion picture created by recording a series of still images, often drawings. Animated television shows and movies, sometimes called cartoon animation, are extremely popular.

Comic have a story line; therefore, they have a conclusion or at times a punch line. This way the reader, in this case, the student, is “motivated to continue reading and to become more involved in the content than in the language” (Brown, 1994:227).

4. Research finding

In this research, the researcher concerns the research in three aspects, namely the implementation of teaching reading by using comics, the result of teaching reading by using comics, and the students' responses related to the method implemented. The implementation of teaching reading by using comics has been conducted by using classroom action research. The teacher applied two cycle. Before the cycle , the writer conducted the observation to know the pre condition of the students in the class. After that, the researcher conducted the pre test to know the student's comprehension in reading. After the teacher conducted the action. In the first cycle , some students were still not interested in joining the class. They were less active in teaching learning process. They also looked noisy but ashamed and afraid to answer the question. Student's errors in the first cycle were vocabulary mastery, comprehending the plot of the story, and determining the chronology of the story. It was different than the another meeting , in this meeting most of the student's were interested in joining the class . Beside that, the result of teaching reading comprehension by using comics at the second year students yields good result. In pre test, the highest score is 83, the lowest score is 30, and the average score is 56,4. While in the post test, the highest score is 90, the lowest score is 60 and the average score is 74,5. It indicates that the teaching reading by using comics as the media is suitable or appropriate and helpful in the teaching reading learning process to the second year of SMP N 11 Surakarta in 2011/2012 academic year. Most of the students generally agree with this method. Some students gave comment about the method implemented, such as ; the first , she agrees with the implementation of teaching reading by using comics. By using comics , the teaching learning process is enjoyable and interesting because she is not only learn reading but also she knows the story better. The second, she felt happy in learning English

because this method has more variation than the media implemented before. In this method teacher uses comics which have a story, pictures and some new words, so it can add the students' vocabulary. The third ; he did not like learning English but during the method implementation, he is interested in English. In fact, English was not difficult to learn. The fourth, he felt happy because this method demanded him to be active in teaching learning process, besides that this method has motivated in him learning English. The goal of teaching reading by using comics in Junior High School is that the students can understand the meaning of new words and comprehend the reading text. To achieve the purpose, the teacher uses comics in teaching reading to make the students easier to comprehend the text and to answer the question of the text. The students have high interest in learning English. So, it will not be too difficult for the teacher to transfer the knowledge to the students. From the explanation above, we can conclude that the uses of comics is successful in increasing students' reading comprehension. It can be seen from the result of observation in each cycle where all student's aspects are improved. By applying this method, the students can improve their reading comprehension. It can be seen from the improvement of average score. In pretest the highest score is 83 the lowest score is 30, and the average score is 56,4. while in post-test the highest score is 90, the lowest score is 60 , and the average score is 74,5. The result of this research proves that comic help the students in comprehending the story. The students can increase their reading comprehension. Beside that, they also find some new words. It can add the students' vocabulary. Some previous researcher also had proved that teaching reading comprehension with this method can increase student reading comprehension. Some previous researcher showed that the method they used makes students enjoy the teaching learning process and the students can get good result. In applying teaching reading by using comics, the writer faced some problems, for example, there were students who were passive and did not pay attention. They were ashamed and afraid to answer the writer's question. Then the writer solved the problems by motivating the students in order to be more active and creative in classroom. After the researcher observed the implementation of comic in reading class, the researcher conclude that comic are the suitable way in reading class. By

using comic, some students are interested in following reading class. And to know how the affectivity of comic, the teacher gave some test and task to the students. And as the result that students score is different before they get comics from their teacher. The students score between they get comics from their teacher. The students score between before and after they get some comics is different. Students score can increase after they get some comics. So from this, we can know that comics are very effective to be used in reading class.

5. CONCLUSION

Based on the descriptive analysis of teaching reading by using comics at the second year students of SMP N 11 Surakarta in 2011/2012 Academic Year, the researcher concludes as follows : 1.This study reveals that teaching reading by using comics at second year students yield good result. In the pre-test, the highest score is 83, the lowest score is 30, and the average score is 56,4. while in post test, the highest score is 90, the lowest score is 60 and the average score is 74,5. It indicate the teaching reading by using comics is successful. 2. Most of the students generally agree with this method. The goal of teaching reading by using comics in Junior High School is that the students can understand the meaning of new words and comprehend the reading text. To achieve the purpose, the teacher uses comics in teaching reading to make the students easier to comprehend the text and to answer the question on the text. The students have a high English. So it will not be so difficult for the teacher to transfer the lesson to the students.

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